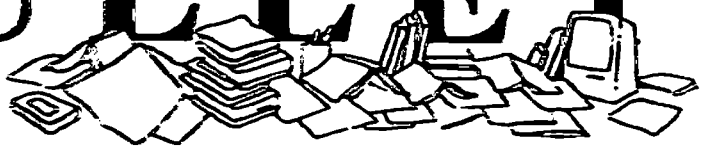
THE LITERACY MATERIALS

BULLETIN



FALL 2002

No.26

In the 26th and final edition of the *Literacy Materials Bulletin* we have chosen 13 quality resources to review. Although we were saddened by the news that indeed this would be the last *Bulletin* published, it was not totally unexpected in these days of limited funding and shifting priorities. Everyone I have spoken to agrees that the *Literacy Materials Bulletin* has always been a valuable professional guide to the selection of quality literacy materials. It has certainly been a privilege to be part of this project for the past four years.

At our final committee meeting in May we naturally spent some time reflecting on the work of the past 13 years, and what being part of the Literacy Materials Committee has meant to us. In this final editorial I would like to share some of those thoughts from my colleagues on the committee with you.

From Judy Rose at Capilano College in North Vancouver, "I appreciate the care that people around this table take to explore materials that work. This is a group of highly skilled, professional teachers. They are practical and approachable, yet the undercurrent of caring and respect for the learners is always present."

From Nancy Ross at Northwest Community College in Terrace, "My students have felt a valued part of the process. They liked being asked to field-test a book and to give their opinions. Best of all, I had the opportunity to sit down with others in the field from all over the province, to hear about what works, what their students enjoyed and why, to hear each others' recommendations, to see and leaf through so many resources that were brought to each meeting."

From Janet Mantyka at Okanagan University College in Penticton, "It has been an opportunity to read, review, discuss and critique books and material related to literacy. Reading and literacy – both passions of mine. It has also allowed me to be part of something provincially-based which is definitely a privilege."

From May Chan, our Coordinator at Literacy BC in Vancouver, "The *LMB* process has taught me about what makes a resource good for the literacy classroom, and it will certainly inform my decision-making in acquiring materials for the Literacy BC Resource Center."

Over the past 13 years The Literacy Materials Committee has amassed a collection of about 650 items that are available on loan from the Resource Center at Literacy BC in Vancouver. It is our fondest hope that these resources will continue to be used by literacy practitioners all over BC. We also felt it was appropriate to identify these books in a special way that would separate them from other literacy resources. When you request an item from this collection look for our new golden "Stamp of Approval" prominently displayed on each resource. A special thank you to Janet Mantyka and her husband, Bob, for working their computer magic to create this stamp for the Literacy Materials Collection. ▫

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Title:	*Okanagan History Vignettes* (2001)
Author:	Ruth Chambers and Jan Gattrell
Publisher:	Okanagan University College
Available at:	Okanagan University College Bookstore 3333 College Way, Kelowna, BC V1V 1V7 Tel: (250) 470-6035 Fax: (250) 470-6038 Website: ouc.collegestoreonline.com Email: bookstore@ouc.bc.ca
Price:	*Readings for Adult Literacy Students* $11.00 *Student Exercises and Answer Keys* $ 7.25

Okanagan History Vignettes

Reviewed by Janet Mantyka, Instructor

Okanagan History Vignettes is the successful and exciting result of a cost-shared project. It is a book of vignettes that includes eight informative, very interesting, historical readings about the Okanagan. There is a piece of history for everyone to learn from and enjoy. Topics include: "The Kettle Valley Railway," "T.D. Shorts: High Admiral of Okanagan Lake," "Steamboats on Okanagan Lake," "Fintry and the Laird," "The History of The Apple Orchards," "Sveva Caetani," "A Road Trip in the Okanagan," and "The Mysterious Ogopogo Puzzle."

There are many reasons why this book is especially appealing to adult literacy students:

- The content of each vignette is real and fascinating.
- Each vignette uses plain and common vocabulary.
- The sentences are short and clear.
- Each vignette is easy to follow and understand.
- Large, clear print and double spacing on each page.
- The photographs are realistic and add to the discussion on each vignette.
- The glossary at the end of each vignette is very useful and thorough.

The Okanagan History Vignettes is also accompanied with an exercise book: ***Student Exercises and Answer Key.*** Each vignette has a variety of exercises that includes pre-reading questions, vocabulary and spelling exercises, comprehension questions, writing ideas, research work, mapping, and additional ideas related to each vignette are also listed, like web sites, videos, etc.

These books are a valuable resource for tutors, students and classroom teachers. We recommend ***Okanagan History Vignettes and Student Exercises and Answer Keys.*** One student commented, "You don't have to be from the Okanagan to enjoy reading the vignettes." One tutor commented, 'this package will make planning my lessons so easy." □

Sveva Caetani: A Fairy Tale Life

Sveva Caetani (pronounced SVAY-va kay-TAN-ee), an artist and teacher in Vernon, lived an extraordinary life. In fact, her life was like a fairy tale, full of both delight and horror. As a young child, Sveva and her family fled Italy in 1921. They made a new life for themselves in Canada. Sveva was pampered by her rich and glamorous parents, and she lived like a princess. But at the age of 18, when her loving father Leone died, she became a prisoner in her own home. For 25 years, she lived as if she were under a spell. This spell was cast by her own lonely mother, Ofelia. When Ofelia died, Sveva was left out of her will, and suddenly she was penniless. She quickly had to find a job in order to support herself. Sveva became a teacher, and she taught school until her retirement. She also began to paint. At the end of her life, she had created a series of 56 large paintings she called *Recapitulation*. They were a summary of her unusual and troubled life. Sveva's life was indeed a fairy tale. She went from being a beloved only child to an imprisoned daughter to a well-liked teacher and respected artist. But where did Sveva's story begin?

Title:	*Conquering Test Writing Anxiety: Helping Adult Learners Develop Confidence and Skills* (2000)
Author:	Ellen Long
Publisher:	Irwin Publishing 325 Humber College Blvd. Toronto, ON M9W 7C3 Toll free: 1-800-263-7824 Fax: (416) 798-1384 Website: http://www.irwinpublishing.com Email: irwin@irwin-pub.com
Available at:	Publisher or your local bookstore
ISBN:	0-7725-2858-6
Price:	$36.95

Conquering Test Writing Anxiety

Reviewed by Judy Rose, Instructor

Conquering Test Writing Anxiety is a manual devoted to helping adult students improve their success in test writing situations. The book is divided into four sections: Understanding and Reducing Your Test Writing Anxiety, Strategies for Learning Test Information, General Test Writing Strategies, and Understanding Types of Tests. Each section includes a number of topics with teacher's notes, exercises and follow-up activities. The same exercises are also available on a computer disc stored inside the back cover of the manual.

Test writing is a difficult topic for many ABE students who are very anxious learners. The author cautions against going too quickly through the material, and she urges instructors to take great care and use sensitivity to achieve the best results. The introduction expands on the barriers to learning created by test anxiety. Instructors should read through this introduction before they begin using the manual.

Some instructors thought the level of reading was better suited to more advanced ABE students. However, they agreed that several of the topics were flexible enough to use with literacy students. The topics would be useful for discussions and as exercises that put some fun into test taking.

This manual is spiral bound, soft covered, standard workbook size. The handout pages are well designed with plenty of white space, large print, and borders. Instructors who teach GED preparation have found the sections on multiple-choice and the essay writing practice particularly valuable for their students. This is an excellent resource because the information is so accessible for a single student, a small group or a whole class. ◻

Strategies for Learning Information: Handout 3

HANDOUT

Instructions

In 10 minutes you will be given a test. The test will ask you to write the items on these lists in the order that they appear.

Fruit
Acrostic: Boat Starts Perfectly

1. Bananas
2. Oranges
3. Apples
4. Tangerines
5. Strawberries
6. Papaya

Animals
Call Home, Call Directly, Call Sunday

1. Cows
2. Horses
3. Chickens
4. Dogs
5. Cats
6. Snakes

Colours of the Rainbow
Acronym: Roy G. Biv

1. Red
2. Orange
3. Yellow
4. Green
5. Blue
6. Indigo
7. Violet

Vegetables
Call My Chiropractor Late On Tuesday

1. Celery
2. Mushrooms
3. Cabbage
4. Lettuce
5. Onions
6. Turnips

Capital Cities
Must Rest Tomorrow Or Vitality Exits

1. Montreal
2. Regina
3. Toronto
4. Ottawa
5. Vancouver
6. Edmonton

Great Lakes
Acronym: Homes

1. Lake Huron
2. Lake Ontario
3. Lake Michigan
4. Lake Erie
5. Lake Superior

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Title:	*The Horse Whisperer* (2001)
Author:	Nicholas Evans, retold by Andy Hopkins and Jocelyn Potter
Series:	Penguin Readers
Publisher:	Pearson Education Canadian Division 195 Harry Walker Parkway, Newmarket, ON L3Y 7B4 Toll free: 1-800-567-3800 Toll free fax: 1-800-263-7733 Website: www.pearsoned.ca
Available at:	Publisher or your local bookstore
ISBN:	0-582-41637-X
Price:	$7.95

The Horse Whisperer

Reviewed by Rena Neufeld, Instructor

It is an early winter morning in New York State. Two girls are laughing and talking as they ride their much-loved horses through the snowy woods towards an old road. Suddenly there is a terrible accident. Thirteen-year-old Grace and her horse, Pilgrim, are so badly hurt that no one believes either will ever recover physically or emotionally.

This version of ***The Horse Whisperer*** is a retelling of the original novel using simple language and a much shorter format. The publishers have rated the level of this work at a Pre-Intermediate level (Grade 3) with a vocabulary of approximately 1200 words. There are thirteen chapters and eighty pages in this edition. Several simple black and white illustrations appear throughout the book.

The integrity of the original story is maintained in this retelling while at the same time making a popular novel much more accessible to literacy level readers. Students who read this story said that the language was simple, but the story was captivating, and the simplified language did not interfere with their enjoyment of the story.

The story deals with themes of love, acceptance and personal growth as the recovery of Grace, Pilgrim, and Grace's mother, Annie, rests in the hands of a horse trainer who has a special way of healing horses and their owners.

This work comes with an introduction, which tells about the author, Nicholas Evans, some background to the story, and how the story became famous when it was sold to Robert Redford and Hollywood Pictures. Indeed, some readers may be attracted to this work because of the movie poster photograph on the front cover featuring Robert Redford and Kristin Scott Thomas.

Student activities are provided at the end of the story. These activities include "before you read" questions and discussion suggestions; and post reading activities such as vocabulary development, comprehension exercises, and theme development.

This book will be a welcome edition to literacy classroom libraries. It is an excellent choice for adult literacy students who want to read for pleasure and who are attracted to contemporary titles. ❑

– to show them that they were wrong.

When Grace was born, Annie thought her journey was complete. But then she lost the next baby, and the next, and the next. She felt like that angry girl in her grandparents' home, failing again. She had to be successful at something.

So she became one of the best in her business. And in her present job, on one of the top magazines, she could be cold and hard with others. She won every fight, and the losers left the magazine. She never felt sorry for them.

Now she thought about these things. She thought about the hurt inside her that made her act like that. She looked outside at another world, warm and green on this May morning. But she only felt part of it when she was with Tom.

Every Wednesday Diane collected Grace from the clinic in town, where she practised using her new leg. Sometimes Frank or Diane took her there on other days. On those mornings, Tom often came to the door and invited Annie to ride with him. She always tried not to show too much excitement.

She was already in her riding clothes when he came this morning. While she stood next to him with the horses, she enjoyed the smell of him: a warm, clean smell of leather and soap. The tops of their arms touched lightly, and they didn't move away.

They talked while they rode. He said that a frightened horse often had to get worse before it got better. You had to accept that. And she didn't answer; she knew that he wasn't just talking about Pilgrim. He was talking about all of them.

The night before, she heard Grace on the telephone telling her father about her conversation with Tom. Afterwards Annie waited for Grace to tell her about the conversation, but she didn't. At first Annie was angry with Tom.

'I hear Grace told you about the accident?'

'Yes, she did,' he said. And that was all. It was clear that, for

him, the conversation was just between him and Grace. Tom almost never spoke to her about Grace; when he did, it was about safe things, facts. But Annie knew that he could see the problems between the two of them.

◆

Joe and Grace walked towards Pilgrim. She felt comfortable with Joe now. She didn't mind that he walked more slowly to stay at her side.

'He was such a beautiful horse,' she said.

'You mean he *is* a beautiful horse.'

Pilgrim was watching them from the far end of the field.

'So, are you going to ride him?' Joe asked.

'What?' She gave a short laugh.

'I mean, when he's better.'

'Oh, I'm not going to ride him again.'

Joe was quiet for a few moments.

'Pity,' he said. 'We're all going up into the hills soon. We're going to take the cattle to their summer fields. It's good fun.'

They walked back towards the stables.

She could never ride Pilgrim again. He did not need her fear *and* his own. But she could try another horse, perhaps.

'My horse or Rimrock?' asked Joe.

◆

Annie was back from shopping for food for a dinner party. The Bookers were all coming to the river house for a meal in the evening. Annie put the computer on and found a message from Robert on the screen. He wanted to visit them this weekend, but he couldn't. He had to fly to Geneva on business. She couldn't understand why she was secretly pleased about that. Her feelings worried her.

She sat down. Where was Grace? Nobody was at the ranch

SAMPLE PAGE
Excerpt from *The Horse Whisperer* by Nicolas Evans, retold by Andy Hopkins and Jocelyn Potter.

Series:	**Exploring Memory, Finding Meaning readers**		
Author:	**Various**		
Publisher:	Harrish Press		
Available at:	Grass Roots Press		
	P.O. Box 52192, Edmonton, AB T6G 2T5		
	Toll free: 1-888-303-3213	Fax: (780) 413-6582	
	Website: http://www.literacyservices.com/	Email: grassrt@telusplanet.net	
ISBN/Price:	***In My Father's Footsteps***	0-9681338-8-6	$7.95
	Memories of a Fisherman's Daughter	0-9681338-6-X	$7.95
	No Longer Running	0-9681338-5-1	$7.95
	Struggling With My Soul	0-9681338-7-8	$7.95

Exploring Memory, Finding Meaning Readers

Reviewed by Claudia Mason, Instructor

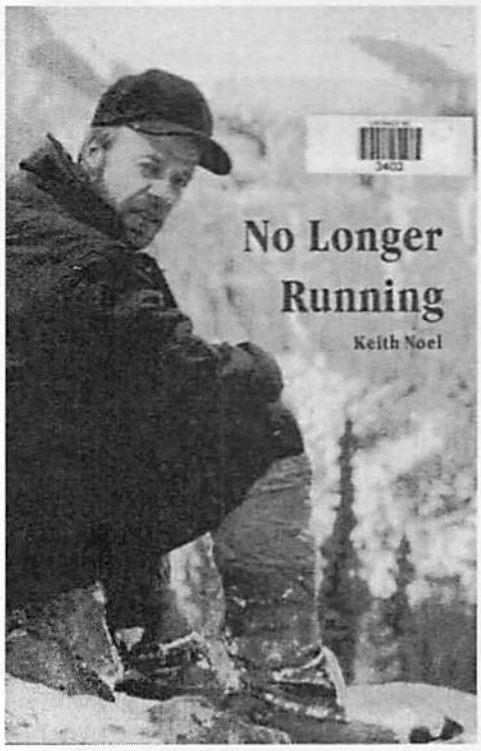
Exploring Memory, Finding Meaning is a series of four short novels, produced by the Adult Basic Education Writing Network in Newfoundland. Each novel is written by a literacy student who has a captivating story to tell. The four stories, which cover a range of reading levels, are titled: ***In My Father's Footsteps***, ***Memories of a Fisherman's Daughter***, ***No Longer Running***, and ***Struggling With My Soul***.

All of these novels have received positive reviews from our literacy students. They liked the stories because they were true and took place in Canada. Many said they found the people and places fascinating. The story lines were interesting and easy to follow. Each novel contains photographs of some of the people and places described. The readers said these photos really made the stories come alive.

Of the four books, *No Longer Running* was probably the most popular. It is Keith Noel's "story of hell - and coming back from it." In an honest, straightforward manner the author shares his struggles with alcohol, his feelings of inadequacy, and depression. He talks about how it felt to be so despairing that he wanted to end his life, and yet to still find within himself the courage and strength to get well. The story follows Keith as he leaves Newfoundland and travels to Alberta. There he becomes reacquainted with his mother, finds work and begins a new life. Although Keith achieves a sense of well-being and success in getting his life on track, eventually he realizes that he is still running. He discovers that he wants to go back home and get an education.

This book generated some insightful comments from students. One student said, "I learned that running from your problems gets you nowhere, but if you deal with them you will be a better, more productive person." Another commented, "Even though I didn't like his suffering, I enjoyed the ending." It is a story that appeals to people on many levels, and it can be read with a class or by individual students. ❑

SAMPLE PAGE Reprinted by permission of Harrish Press from Exploring Memory Finding Meaning: *No Longer Running* by Keith Noel © Harrish Press 2000.



Reaching Up to the Sky

We turned onto the Trans-Canada Highway west to Canmore. As the miles rolled up on the odometer, the car rolled up to the mountains. I'd never seen anything so beautiful in my life. The mountains reached up to the sky like they were trying to tell me something. It was like what I was trying to do, but they where already there.

I began to read the highway signs. The communities had names like Bragg Creek, Cochrane, then Morley, and Stony Indian Reservation. It was the first time I'd ever seen houses so far apart. Exshaw was the next town. It was very small. I guessed from looking at all the industrial plants that Exshaw must be a working town. It took maybe five minutes to drive through Exshaw. We were fifteen minutes from Canmore.

Title:	***Chandler's Mill***
Author:	Joan Henson, director; Mark Zannis, producer
Produced/distributed by:	National Film Board of Canada P.O. Box 6100 Stn. A, Montreal, PQ H3C 3H5 Toll-free: 1-800-267-7710 Fax: (514) 283-7564 Website: www.nfb.ca
Order Code:	113C9190096
Price:	$39.95

Chandler's Mill

Reviewed by Nancy Ross, Instructor

Chandler's Mill is part of the History Re-enactment series of videos. It dramatizes the circumstances that led workers at a New Brunswick wool mill to protest their treatment to a Royal Commission in 1889. The difficulties experienced by all the workers at the mill, and their lack of power to change this exploitation leads them to organize to fight for decent working conditions and union protection.

The drama realistically highlights the terrible conditions that most workers faced in that era. The issue of child labour is emphasized when thirteen-year old Hetty falls asleep on her day off after working sixteen-hour shifts, and is severely docked in her pay for one minor error, pay that was already unfairly lower than older workers. The story also deals with the natural fears that the workers had of speaking out about these injustices. The attitude of the mill owner toward anyone who wanted to improve things is as "rabble-rousers." Interestingly, the owner also sees the government's Royal Commission on Labour as "do-gooders."

I liked this video because it puts the union struggle into an historical context that students can understand. Without being overly political, it shows how modern working conditions were improved through the efforts of ordinary working people and their unions. The video inspired a good deal of discussion and raised many questions. It challenged some assumptions about unions because it demonstrated that working conditions that we consider to be our right were not always accepted as such.

The language and action in the video was easy to understand although some students, who are more used to fast-paced television, found parts of the video slow. Comments from students include, "It's important to stick together in hard times," and "It still happens in my native country, only worse than this." □

THE BULLETIN BOARD

Learning About Participatory Approaches in Adult Literacy Education: Six Research in Practice Studies (2000) / Edited by Mary Norton and Grace Malicky. Available through Learning at the Centre Press. Tel: (780) 429-0675 Fax: (780) 425-2205 Cost: $25.00

This book is the result of a cost-shared project. It describes the experience of seven adult educators from Alberta as they participated in and reported on their research about participatory approaches in adult literacy programs. They were primarily interested in exploring what appears to be the inherent power dynamic between educators and students, and how that can be altered to truly include and empower the students they worked with. It definitely provides food for thought for all literacy practitioners who are willing to examine their current practice and consider new directions.

The NESA Activities Handbook for Native and Multicultural Classrooms, Volume 3 / Compiled by Don Sawyer and Wayne Lundeberg. Available through the BC Teacher's Federation, Lesson AIDS Service. Tel: (604) 871-2180 Fax: (604) 871-2295 Cost: $16.95

This is a handy reference of 23 classroom-tested activities to enhance cultural awareness and tolerance for diversity in our classrooms and in our communities. The activities are specifically designed for adult students. Each activity is clearly presented with a purpose, time required, materials needed, notes on use, procedure and debriefing sections. This teacher resource provides plenty of opportunities for people to think about their pre-conceived notions about race and gender.

Consumer Aware Magazine. Available through the Consumers' Association of Canada. Tel: (613) 238- 2533. Fax: (613) 563-2254 Cost : the first four issues are free; bulk mailing costs must be paid if multiple copies are ordered.

This is a new publication by the Consumers' Association of Canada designed to provide relevant consumer information in a plain language format that is very accessible for our students. Each issue provides information about food products, services, and other consumer goods as well as health tips. It also makes comparisons of products and services so consumers can make more informed choices. The publisher asks subscribers to complete and return a questionnaire about the magazine to help determine how effective it has been in reaching its intended audience.

Title:	***Great Crimes***
Author:	**John Escott**
Publisher:	Oxford University Press Canadian Division 70 Wynford Drive, Don Mills, ON M3C 1J9 Tel: (416) 441-294 Fax: (416) 444-0427 Toll Free: 1-800-387-8020 Toll Free Fax: 1-800-665-1771 Website: http://www.oup.com/ca/
Available:	Publisher or your local bookstore
ISBN:	0-19-422850-9
Price:	$7.50

Great Crimes

Reviewed by Janet Mantyka, Instructor

Great Crimes is a thin, nonfiction book from the **Oxford Bookworms Factfiles Series**. The informative and varied news stories, the exceptional photographs, the layout of each page, and the comprehension exercises at the back, all contribute to the appeal of this book. During field-testing, it received positive reviews from instructors and students.

In this book, John Escott included seven well-known and very interesting crimes from history. The crimes included:

- Dr. Crippen - Murderer, 1892
- The Mona Lisa Robbery, 1911
- The Lindbergh Kidnapping, 1932
- The Great Train Robbery, 1963
- The Kennedy Assassination, 1963
- Patty and the Terrorist Trap, 1974
- Shergar, 1981

Teachers from literacy classrooms were enthusiastic about this resource. Some comments included: "the pre-reading and post-reading discussions were exciting," "the vocabulary was challenging," "I used the short news stories to teach students how to write a summary" and "purchasing a class set would be inexpensive."

Students were also enthusiastic about this resource. They liked *Great Crimes* because they were true stories, they had previous knowledge on many of the crimes presented, the stories were short, and the photographs gave the story life.

Great Crimes would be a welcome, inexpensive addition to all literacy classrooms. ◻

SAMPLE PAGE Reproduced by permission of Oxford University Press from Oxford Bookworm Factfiles: *Great Crimes* by John Escott © Oxford University Press 1998.

1 Dr Crippen – Murderer

Dr Hawley Harvey Crippen met Cora Turner in New York, in July 1892. He was thirty years old, and was working in a hospital, and she was nineteen. Crippen had been married before, but his first wife had died. He immediately fell in love with Cora, and six months later they were married.

At first they continued to live in New York, and Crippen joined a company which sold medicines. This was Cora's idea. She wanted her husband to earn more money than the hospital was paying him.

Cora wanted to be a singer, so her husband paid for her to have singing lessons. Her voice was not really good enough, and she wasn't very successful. Later, when the couple moved to London, she did begin to sing in theatres, although she was never famous.

Crippen was not allowed to work as a doctor in England because he had trained in America, so he continued to work for the American medicine company, and opened a London office for them.

In 1905, the Crippens moved to a house at 39 Hilldrop Crescent. They were not happy together. Cora was a cruel, violent woman, and the couple were always arguing, often because Cora spent more money than they could afford. She also liked to be with other men.

In 1907, Crippen fell in love with his secretary, Ethel Le Neve. Ethel wanted him to leave his wife and marry her, but Crippen would not – or was afraid to – do this.

Then, in December, 1909, Cora discovered that her husband and Ethel Le Neve were lovers. She warned Crippen that she would leave him, and take most of his money with her.

Dr Crippen

■ Walter Dew was one of the policemen who worked on the famous Jack the Ripper murders in London, in 1888, when five women were murdered in Whitechapel, in the east of London. (The Ripper was never caught.) Dew left the police a few months after he arrested Crippen, and became a private detective. He died in 1947.

Title:	*A View from My Window: A Personal Writing Frames Program* (1994)
Author:	Jean L. Pottle
Publisher:	J. Weston Walch Website: http://www.walch.com/
Available at:	Publisher, your local bookstore OR Artel Educational Resources 5528 Kingsway, Burnaby, BC V5H 2G2 Tel: (604) 435-4949 Fax: (604) 435-1955 Toll free: 1-800-665-9255 Toll free fax: 1-877-435-1955
ISBN:	0-8251-2623-1
Price:	$21.50

A View from My Window

Reviewed by Judy Rose, Instructor

Are you looking for a simple way to get your reluctant writers started? Many students find that writing about themselves, a subject they know well, eases their initial writing anxiety. ***A View from My Window*** is a writing program which gives students this opportunity in an easy-to-use format.

This program is presented as a student workbook that uses "writing frames" as a tool to get the writer started. Frames are partially completed sentences that allow students to fill in the blanks with their own ideas and thoughts. Each lesson begins with an introduction to the writing frame. It is intended to facilitate the brainstorming stage of writing. The frames are completed to form a rough draft for the writing assignment. On the facing page students are given a blank lined page to create a second, more independent draft.

The book is arranged into four themes with nine writing topics for each theme. The tenth topic for each theme is actually an opportunity for the students to evaluate their writing on that particular theme. The themes are: Me, My Home and Neighborhood, My Community and My World.

While some students found that the frames could be restricting, most students and teachers who reviewed this material found it to be a useful tool to encourage the writing process. They also found the frames were an effective way to teach grammar and to model correct sentence structure. One teacher who used this book very successfully with ESL students found that the frames helped them to "make a story." One student stated, "Through this book I feel free to write my thinking." Another said, "This book encouraged me to write about myself."

This is one resource that won't sit on the shelf at our Center. My students have requested more work like it. In the words of one student, this book "helps us learn how to write down our feelings, leads us into what we want to write, and organizes our thoughts." ❑

Date . . . . . .

LESSON 22

As you know, in this section of your activity book you are being asked to look around the community in which you live. You began by describing your community. In this frame, you are asked to write about a place in the community that you know well. It could be a park, a public building, a particular neighborhood, or a special place where you go when you want to be alone. On the lines below, list a number of places with which you are familiar, then choose the one you know best to write about in this frame.

_____ _____ _____

_____ _____ _____

_____ _____ _____

A PLACE I KNOW

One of the places I know best is . . . . . ,
which is located about . . . . . from my home. It is a
. . . . . place with . . . . . . I go there
whenever I . . . . . . What makes this a special place is
. . . . . .
My friends . . . . . , but . . . . . .
. . . . . .

If you were to visit . . . . . , you would first
notice . . . . . and maybe . . . . . . I'm not
sure anyone else sees this place as . . . . . , but I
. . . . . .

© 1995 J. Weston Walch, Publisher

Title:	*Caged Eagles* (2000)
Author:	Eric Walters
Publisher:	Orca Book Publishers PO Box 5626, Stn. B, Victoria, BC V8R 6S4 Tel: (250) 380-1229 Fax: (250) 380-1892 Website: www.orcabook.com Email: orders@orcabook.com
Available:	Publisher or your local bookstore
ISBN:	1-55143-139-4
Price:	$9.95

Caged Eagles

Reviewed by Claudia Mason, Instructor

Caged Eagles is an historical fiction about the internment of Japanese Canadians during World War II. Told through the eyes of a fourteen-year old boy named Tadashi Fukushima, the story centers on the experiences of Tadashi and his family. Along with all the other villagers of Japanese descent, Tadashi and his family are forced to leave their home, a fishing village on the northern coast of British Columbia. Upon arriving at the internment center in Vancouver's Hastings Park, Tadashi expresses his horror when he finds that all the families will be housed in cattle stalls. "My head swirled and I needed to sit down, but there was no place to sit. I took a deep breath, a breath full of dust and the smell of animals and felt worse instead of better."

Things do indeed get worse instead of better, as the Fukushima family and the other detainees attempt to come to terms with what is happening to them. *Caged Eagles* tells of their great courage as they struggle to stand up for what they believe in and try to maintain their dignity is spite of the terrible injustice of their situation. This story is about racism, and the great harm it can cause, but it is also about the strength of the human spirit.

Friendship and family are two of the themes in this book. Sam, who has grown up in Vancouver, immediately befriends Tadashi. They develop a strong bond through their daring adventures inside and outside of the camp. The importance of family is stressed as Tadashi soon realizes nothing is more important than his family staying together. At the end of the story Tadashi writes to his friend back home, "This may not be where we want to be, but at least we're in the wrong place together."

Students were shocked by what they learned, and some said they would like to learn more about this topic. This book is quite long – 250 pages. It is a good choice for intermediate to advanced level literacy students who are interested in this disturbing part of Canadian history. ❑

.12.

I hurried out of the washroom. The lineup was getting bigger each morning, but that was only to be expected as the population of the park grew each day — the pool was getting deeper. I heard that they were now putting families in the old pig stalls. I'd heard they were smaller and smelled even worse than the cattle stalls. I couldn't imagine that.

I looked at my watch. It was almost eight o'clock. If I didn't hurry there wouldn't be much left to eat for breakfast. I'd agreed to meet Sam at eight-thirty, so if I hurried I could eat and get there on time. He was usually late, but I was still going to try and be on time.

As I turned into the stall I wasn't surprised to see both my sisters all dressed up. My family had washed and gone for breakfast before I'd even risen. My grandmother was carefully combing Yuri's hair while my mother helped put a clip in Midori's.

"There, you are both ready for your first day of school," my mother said.

I shook my head in disbelief. "I still can't believe that they went ahead and set up a school."

"School is important," my mother said.

I guess I really shouldn't have been surprised. I'd heard talk from the first day we arrived in Hastings Park that people were worried about their children "losing their year" at school. How crazy was that? People were

forced out of their houses, had to sleep in cattle stalls, had virtually no idea where we'd all be heading, and they were worried about their children not getting a proper education. How Japanese.

"Blackboards have been found, paper, pencils. Even chairs and desks have been found and placed in a building."

"What about teachers?" I asked.

"Some of the women in the camp *are* teachers at the Japanese schools. They have volunteered to school children," my mother explained.

I'd heard about the Japanese schools. In Vancouver there were dozens of them. Places where kids of Japanese descent used to go on Saturdays to learn Japanese and about Japan.

"And some of the high school students are to assist them," my mother added.

"But we're only going to be here a few weeks," I noted.

"A few weeks that won't be wasted. At least, for the younger children," my mother said.

I tried not to smile, because of course I knew what she meant — the school had been set up only for those in the seventh form or lower. Just another reason to be grateful for being in eighth grade. Going to school was about the last thing in the world I wanted to do.

"Could you bring your sisters to school?" my mother asked.

"We don't need him to —" Midori stopped in midsentence when she saw the look in my mother's eyes.

"What building are they using?" I asked.

"I can show you," Midori said. "It's not far from the front gate. They call the building the Forum."

I knew which one she meant. It was big, and strange shaped. Unfortunately, it was in the completely opposite direction of where I was going — the mess hall.

"Come on, let's go now," I said. My stomach was al-

Title: *While the Meter was Running* (1995)
Author: Marcel Lefebvre
Publisher: Providence Road Press
Available at: Temeron Books Inc.
#210-1220 Kensington Road N.W., Calgary, AB T2N 3P5
Tel: (403) 283-0900 Fax: (403) 283-6947
Website: www.termerondetselig.com
ISBN: 1-896243-04-5
Price: $8.95

While the Meter was Running

Reviewed by Debbie Booth-Johnson, Instructor

This unique little book is bound to bring a smile if not an outright chuckle to any one who picks it up. It certainly made me laugh as the author shared the irony and the humour of his life's work. As the title suggests, ***While the Meter was Running*** recounts 48 of the more memorable trips of the author, Marcel Lefebvre. He was a taxi driver in Ottawa for 30 years. One student who read the book commented that it was "too Eastern" in its focus. But I would disagree because most of the people who rode in Marcel's taxi are ordinary folks, the kind any taxi driver would meet. Granted being in Ottawa he did have his share of politicians in his cab, he does not seem at all phased by their celebrity status. He was more interested in what they were like as people talking to him. Marcel Lefebvre is proud of his city and proud of his career. He calls himself a "taxiologist, ... a cross between a psychiatrist and a transportation engineer." These are the kind of stories that any one who has dealt with the public will understand and enjoy.

The book is quite small but the print is average size. The stories are short; most are only a page long. There are also a few pen and ink drawings of Ottawa landmarks like the Chateau Laurier Hotel, the National Arts Center, and of course, the Ottawa airport.

Marcel Lefebvre has struggled with reading and writing for most of his life. Eventually he did go back to night school and finish his grade 12. Then he was ready to start working on his book. He acknowledges the support of his family and friends, and even a few of his fares who encouraged him to tell his story.

While the Meter was Running can be picked up and read in small bits. It would be an excellent addition to any literacy classroom library where students can choose material for a quick read. ◻

BIG SPENDER

One morning at the bus station a man got in my cab and gave me directions to where he wanted to go. Then he proceeded to give me hell all the way.

Fortunately I am in a good mood 99% of the time. When they give me hell, it goes in one ear and out the other. Some say that's because there's nothing in the middle to stop it. I let that guy's comments go in and out, too.

Anyway, to get back to the story, when we got to the other end, he pulled out a large roll of bills, with a $100 bill on the top. I could see a lot of small bills. He said sarcastically, "Can you change this?" I grabbed it and said, "Yes sir!" (My wife had given me the mortgage money that morning to deposit.)

I pulled out my roll—with a lot of ones and twos—it was considerably larger than his. He said, "I was just kidding, I have some smaller bills. Give me back my $100." I politely said, "fuddle duddle" and proceeded to give him $96 in ones and twos.

I didn't pay the mortgage for two days so that I could show my $100 bill to the boys and tell them the story. Boy did that feel good, and for a long time, too! Unfortunately I couldn't afford to frame it at the time. As a matter of fact, I still can't afford it.

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Title: ***Purple Destiny* (2000)**
Author: **Shirley Hill**
Publisher: Ningwakwe Learning Press
237897 Inglis Falls Road RR4, Owen Sound, ON N4K 5N6
Tel: (519) 372-9855 Fax: (519) 372-1684
Toll free: 1-888-551-9757
Website: www.ningwakwe.on.ca
Available: Distributor or your local bookstore
ISBN: 1-896832-17-2
Price: $10.00

Purple Destiny

Reviewed by Nancy Ross, Instructor

As a literacy instructor, I am constantly on the lookout for reading material that is relevant to the lives of my students and is written at an appropriate level. In particular, I enjoy finding materials that speak to and about students of First Nations descent. ***Purple Destiny*** does this, particularly for younger adults. It is about a young man from the Six Nations Reserve in Ontario, and is written and published by First Nations people.

Purple Destiny tells the story of Finch's path from a soul destroying life in the city full of abuse, selling drugs and being controlled by the "power claws," to his return to the Rez, where his only remaining family member, Uncle Henry, welcomes him and helps him heal. Finch joins a rock band, and he finds that he has talent and good ideas. He also realizes that he has the strength not to fall back into the life of the "drug rats." However, his friends and band mates are already involved. When Finch is arrested for drugs that are planted in his house by one of them, he decides to help the police discover who actually controls the drug trade. Says Finch, "I must break through and set the drug dreamer's trap, or die trying. I am a young warrior. I am speaking to my own grieving heart." At the same time, he is trying to help a young woman who was dumped in an alley and left for dead at the hands of her abuser. Her path of healing helps to strengthen Finch's resolve to find the power behind the drug trade. As the story takes us to that inevitable and happy conclusion, it is, in Finch's words, "a good red day."

The style of writing in *Purple Destiny* is similar to that of many of my students. I found the style of punctuation, grammar and spelling, as well as some of the slang and street talk, although appropriate to the story, a bit challenging. However, this story is meaningful and emotionally and spiritually satisfying. Many of my students enjoyed the story. It was written for them, and it seems to speak to a path of healing and cultural awakening. ❑

Chapter One
Red Dawning

Today is my birthday . . . my first and also my sixteenth. I know that sounds strange. I'm going to start my life over again starting today.

I'm **crumpling** up my first sixteen years and I'm trashing it forever. No more **slave-chains, power-claws,** and **drug-kings.** No more **Code 'D' judgment-days** either. No matter how long it takes me, or where it may be, I am going to find my good Red Day. I will run and search until I find the Red Day my mother spoke of.

Mom named me William Christopher Finch. This day I'm on my way to the **rez** to find my Uncle Harley. If he turns me away I don't know where I'd go from there. I'm a survivor; I made it in the streets of Buffalo, New York, for years . . . alone.

From my perch on Niagara Street and Porter Avenue's hill, I can see the mouth of the Niagara. The river flows under the International Peace Bridge between the United States and Canada. Beyond the trees I can see the break-wall in the distance. The orange sparkling reflection of the rising sun dances on the water peaks. The new young trees lining both sides of Porter Avenue to LaSalle Park sway gently.

In a few short city blocks I will reach the passage to my new beginning. The pale-green painted bridge with it's towering arch greet me. It's a twenty-minute walk across to make my entrance to customs and Canada.

"Your citizenship, son?"

"Six Nations, sir."

"Let's see some ID."

The man in the familiar Navy Blue uniform took what papers I carried, looked at them and looked at me. I felt like a dog being checked to see if I was the right breed; or maybe I had a booger on my nose.

"Where you headed so early, son?"

"I'm meeting my cousin in Fort Erie to go to the beach or fishin' today."

I was lying, and had gotten good at it. I couldn't say I was heading to Six Nations or Brantford. I was on foot, under age, and would be thumbing on the Queen Elizabeth Way, which isn't legal.

"It's a good day for it. You be careful along the river, the current is strong."

"Thanks and we will."

I took back the red and white plastic covered Indian ID and put it back in my pocket and headed out. I was thankful the Custom's officer was in a good mood and didn't think it strange for a minor to cross on foot early in the morning. Being a visible

SAMPLE PAGE (reduced to 85% of its size)
Excerpt taken from *Purple Destiny* by Shirley Hill

Looking Back ....

As a final tribute to all the members of the Literacy Materials Committee, each of the past editors has been invited to contribute their thoughts about what made the *Bulletin* valuable to them.

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Joan Acosta, Capilano College, editor from 1989 – 1992

The first *Literacy Materials Bulletin* was published in the spring of 1990. I think the original mandate outlined in that issue is worth repeating.

We are looking for materials which are:

- *currently in print*
- *adult-oriented and interesting to learners*
- *free of bias for age, sex, and race*
- *appropriate for the reading level of basic/fundamental learners*
- *designed to encourage meaningful discussion and critical thinking*
- *up-to-date and easy to use*
- *successful with learners*

We decided that the only way to ensure the last point was to field-test all the materials. We discovered very quickly that some books that looked great to the committee were panned by learners, and usually for very good reasons.

We made a collection of the reviewed books from each issue available for people to borrow from Literacy BC. After the first four issues, we decided to include a full-sized sample page of each book we reviewed, so that teachers could get a good sense of the reading level and layout.

The Literacy Materials Committee was an exceptional working group, and in retrospect I would have to say it was one of the most satisfying collaborative projects of my career. Over the past 12 years it has been a pleasure to see the *Bulletin* continue to grow and expand. Conversely, it saddens me to know that a valuable and unique resource will no longer be available to literacy practitioners in British Columbia.

◈ ◈ ◈ ◈ ◈

Laurie Gould, Vancouver Community College, editor from 1992- 1995

How sad to hear that the Literacy Materials Committee is publishing this last *Bulletin* and then disbanding! There is no doubt it's the best committee I have ever served on, best for so many reasons. First of all, the committee's publication, the *Bulletin*, provides such a valuable resource for innumerable literacy instructors, tutors, librarians, and learners. It is exceedingly difficult to find good, relevant, adult-oriented literacy materials and, over the last 13 years, the committee has done an excellent job of searching for worthwhile resources, field-testing them with learners, and reporting on their usefulness. I always felt that time working for the

committee was time well spent. In addition, those who served on the committee were able to keep the materials they field-tested. Twice a year we looked forward to the arrival of that box of 'goodies,' and so did our colleagues! As chair of the committee and editor of the *Bulletin* from 1992-1995, I also had the opportunity to learn new organizational, purchasing and publishing skills, which have proved to be extremely useful. But ultimately, what I appreciated most about the Literacy Materials Committee, was the chance to get to know, work and learn with a group of wonderful, talented literacy practitioners, a few of whom have become my very dear friends.

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Helen Thomas, Victoria READ Society, editor from 1995 - 1998

Chairing the Literacy Materials Committee for three years was an exciting and challenging experience. As a member of the committee, I was amazed at how smoothly and seemingly effortlessly the committee meetings were organized and *Bulletins* were produced. As editor, I found it much more challenging to learn PageMaker, find out where to order materials, organize the editing and publishing as well as keeping track of all the details, but the experience was also rewarding.

It was wonderful to meet and work with literacy practitioners in many different types of programs from all over British Columbia. One of the most rewarding parts of the job was talking to people about the *Bulletin*. Librarians felt it was beneficial for choosing a suitable collection of adult literacy materials for their library. Coordinators, instructors and tutors who lived in isolated parts of the province, or were the only literacy instructors in a college or small community, seemed to find the *Bulletin* particularly useful. They found it an important resource because it contained information about a wide variety of materials, a sample page and suggestions for how to use the materials in diverse settings. I am proud to have been associated with this wonderful publication.

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Evelyn Battell, Malaspina University-College, editor from 1998 – 2001

Teaching is essentially a private activity. At our college we make dark jokes about what could go on in those rooms, and no one would ever know. But this leaves teachers pretty hungry to talk about "what goes on in there." We are hungry to talk about the how and what of methods and materials.

On the *LMB* committee, teachers talked about what magic can happen with particular materials. We all got new ideas for old materials and more ideas for new material. It was very exciting to gather ten or so instructors and say – tell me which materials you liked, how you used them and why. It was food for the teacher's soul. When I wasn't on the committee, I loved getting the *Bulletin* and reading at least the essence of the conversations that had gone on about particular materials. Being on the committee was one step better. Even in very busy lives, once an instructor experienced the joy of the meetings, they were willing to work for another year to experience again the high of knowing they were not alone, others thought - and taught - like they did. So it is clear why teachers will miss it.

When I was editor, it also became clear to me why librarians, community programmers and administrators counted on the *Bulletin*. Often they had to purchase materials without the aid of teachers. The teachers weren't hired yet or weren't being hired. Then the materials were even more important to the program.

We have done fine work for these 13 years.

The Bulletin Lives On!

At the Literacy BC Resource Centre
Most of the resources reviewed in the past 13 years are available for circulation from the Literacy BC Resource Centre. They are part of a special collection called the ***Literacy Materials Bulletin* Collection**. You may borrow items individually or in sets for up to five weeks.

When you borrow titles from the Resource Centre, be sure to look for the *Literacy Materials Bulletin* Selection "stamp of approval."

Back Issues
To order back copies of the *Literacy Materials Bulletin*, or to borrow any of the materials reviewed in *Bulletins #1 - 26,* contact:

Literacy BC, Suite 601, 510 West Hastings Street, Vancouver, BC V6B 1L8
Tel 1-800-663-1293 toll free in BC or (604) 684-0624 | Fax (604) 684-8520 | Email info@literacy.bc.ca

The Literacy Materials Committee (1990–2002)

Many people have served on the Literacy Materials Committee as either a committee or resource member, contributing to the *Bulletin*'s success over the years. We would like to take the opportunity to recognize the hard work and dedication of these individuals:

Joan Acosta	Laurie Gould	Linda Mitchell	Ron Stinson
Barbara Bate	Joann Green	Katie Molloy	Iris Strong
Evelyn Battell	Linda Hackett	Rena Neufeld	Maureen Stephens
Debbie Booth-Johnson	Andrew Kennedy	Christina Patterson	Helen Thomas
Joyce Cameron	Karen Kerr	Jeannie Purvis	Richard Van Camp
Ruth Chambers	Norma Kidd	Thomas Quigley	Joyce Vowles
May Chan	Lorrie Lane	Basha Rahn	Pauline Waterfall
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Nancy DeLury	Lil McPhail	Nancy Ross	Loraine Wong
Sylvia Doherty	Janet Mantyka	Yana Sabanskis	
Lorraine Fox	Claudia Mason	Jan Sawyer	
Brenda Giles	Sandy Middleton	Arlee Schmidt	

"We have done fine work for these 13 years."— Evelyn Battell

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